DOCUMENT RESUME

ED 127 571 CS 002 886

TITLE	Analysis and Selection Kit: Project Selection Guide.
INSTITUTION	RMC Research Corp., Los Altos, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
CONTRACT	300-76-0002
NOTE	17p.; See related documents CS 002 885-892
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Cross Age Teaching; Elementary Secondary Education; *Mathematics Instruction; Program Descriptions; *Program Development; *Projects; *Reading Programs; Remedial Instruction; Social Studies
IDENTIFIERS	*Project Information Packages

ABSTRACT

This brochure provides an introduction and guide to using six individual project selection booklets related to a new series of Project Information Packages. The packages, produced in response to the need for a systematic approach to disseminating exemplary projects, describe procedures for developing the necessary administrative support and management framework, as well as instructional methods and techniques. The six packages include Project Catch-Up, a reading and math project for children in kindergarten through sixth grade; Project Conquest, a reading project for students in second grade through sixth grade and for first-grade repeaters; High Intensity Tutoring, a cross-age tutoring project involving sixth, seventh, and eighth graders; Intensive Reading Instructional Teams, a reading project for third graders and for some fourth graders; Programed Tutorial Reading, an individualized tutoring program for first graders having difficulty learning to read; and Project R-3, a motivational program in reading, math, and social studies, for junior high school students. (AA)

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Analysis and Selection Kit

Project Selection Guide

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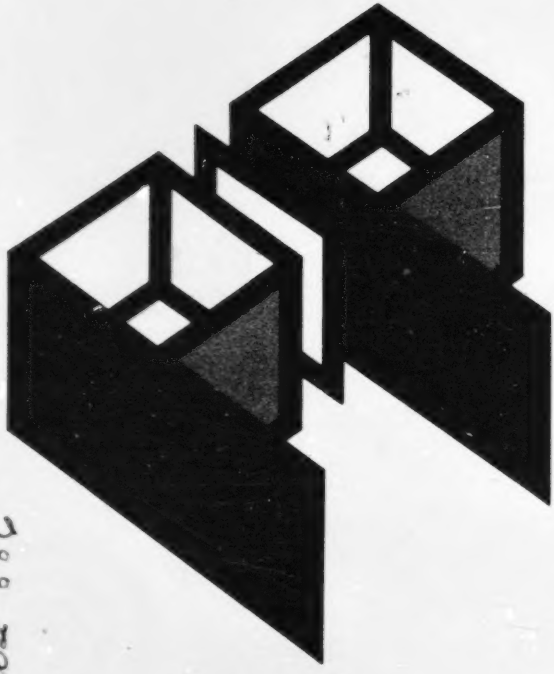

Project Information Packages

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PIP Projects

Project Catch-Up	Elementary Reading/Math
Project Conquest	Elementary Reading
High Intensity Tutoring (HIT)	6th, 7th, and 8th Grade Reading/Math
Intensive Reading Instructional Teams (IRIT)	3rd Grade Reading
Programed Tutorial Reading (PTR)	1st Grade Reading
Project R-3	Jr. High School Reading, Math, Social Studies

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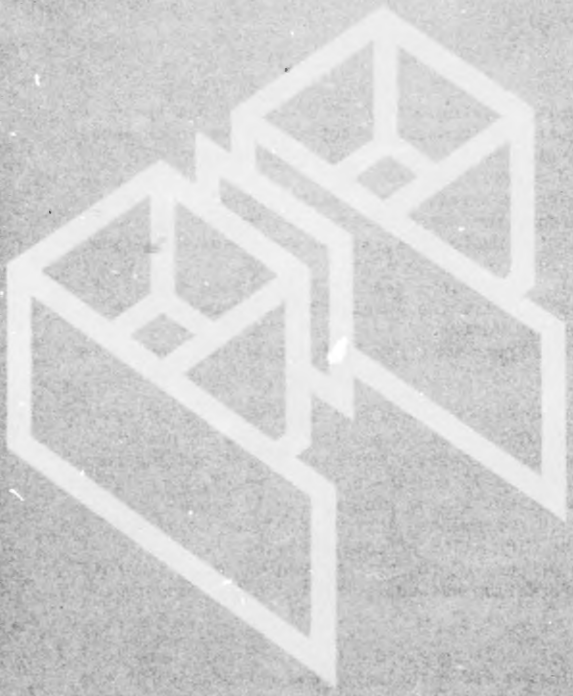

Project Selection Guide

PIP History

In recent years the United States Office of Education has taken an active role in disseminating information about effective educational projects. PIP development started in the spring of 1973, when USOE sponsored the selection and packaging of successful projects for underachieving students in low-income areas. The development effort, contracted to RMC Research Corporation, began with a rigorous examination of data from projects nominated by federal, state, and local education agencies. The goal was to identify up to eight projects, generally suitable for dissemination, which had raised reading and/or math scores of project students substantially above the level that would be expected without the project. After six months of searching, RMC had reviewed nearly 2,000 projects and had found only six that met all USOE selection criteria.

The packaging team interviewed personnel at all levels in districts where the selected projects were operating and then, for each project, designed an information package describing both management and instructional features. During the 1974-75 and 75-76 school years, ESEA Title III sponsored field demonstrations of the projects in 19 school districts. Staffs in 46 schools implemented the six projects using the information contained in the PIPs. The effectiveness of the PIPs as vehicles for disseminating effective projects was evaluated by Stanford Research Institute, and information was collected for a thorough revision of the PIP materials.

In general, the PIPs were well received. Districts were able to implement the projects following PIP guidelines, and enthusiasm for the projects was high. The same features that made the projects successful in the originating districts earned the active support of students and parents, teachers, and administrators in the new districts.

The PIP projects have been rigorously screened and analyzed. The packages have been tried out, revised, and are now available for districts with corresponding needs and suitable resources.

The PIP *Analysis* and Selection Kit (*ASK*)

The ASK is your guide to analyzing six educational projects and deciding whether you wish to adopt one of them with the help of a Project Information Package (PIP).

The ASK includes:

- PIP Overview brochure
- Project Selection Guide
- Project description booklets (six)
- Order forms for additional information

The brochure provides a brief overview of the projects and lists the steps involved in selecting and obtaining a PIP. The details you will need to select an appropriate project are found in the six project description booklets. This Project Selection Guide is an introduction and guide to using the six booklets.

The Projects

A list of the projects can be found inside the front cover of this guide. The following features are common to all of the projects:

Instructional approaches: All of the projects individualize instruction. None depend on new educational breakthroughs or gimmicks for their success. The approaches are thoroughly tested.

Students: All of the projects were designed for underachieving students in low-income areas. Except for R-3, which involves all students at a given grade level, the projects are intended for students who are below grade level in reading and/or math. However, they were not designed for "special education" students.

Evidence of success: All six projects have accumulated standardized test data showing gains in achievement over and above what would be expected without the project. The thoroughness of their evaluations was a major factor in the selection of the projects that were packaged. In addition, the longevity of the projects attests to the enthusiastic support they have received from students, project staff, regular classroom teachers, parents, and district administrators.

Adopting a Project

"Adopting" a project implies installing all important features of the project rather than simply borrowing a few basic ideas. There are two good reasons for adopting a project intact. First, new projects frequently encounter serious problems and often end in failure. The originators of the PIP projects have dealt successfully with many of the problems that can be expected in adopting districts. By taking advantage of this experience, adopters can avoid false starts and setbacks.

Second, the process of conceiving and planning a new project is expensive and time consuming. Adopting a project which has been completely developed elsewhere can dras.cally cut planning costs and bring needed services to children wit. a minimum of delay.

Of course a great deal of dedication and hard work is required in establishing any project, but adopting an appropriate project intact is one way of minimizing the cost of project development while maximizing the chances for success.

Why Project Information Packages?

One of the major obstacles to adopting an already existing project is obtaining the needed information. Brief visits to the originating districts can convey the basic project philosophy, but there is no time to explore the myriad details of project management and instruction. The PIP is a response to this problem.

The PIPs represent a far more intensive development effort than most originating or adopting school districts could undertake on their own. First, prototype information packages were developed based on a careful analysis of the projects in the originating districts. Then each package was field-tested by two to five school districts in full-scale adoptions of the projects. Areas of confusion or of missing information were carefully recorded, the originating projects were reanalyzed, and the PIPs were carefully revised.

The result of this development effort is a detailed reference manual for each project, reflecting the actual needs and experiences of adopting districts. Goals and objectives underlying specific procedures are described, thus providing the flexibility and guidance adopters need when procedures must be modified to suit local conditions.

The PIP contents are described on the following pages. You will note that the commercial instructional materials used in the projects are not included in the PIP itself. However, there are detailed ordering instructions for commercial materials as well as samples of materials developed in the originating districts.

Obtaining a PIP

The process for obtaining a PIP is described in the enclosed PIP brochure. If you decide that you would like to adopt a project in your district, you may use the enclosed forms to request advance copies of project orientation materials, a budgeting workbook, and a PIP application guide. These materials will help you to gain support for the project from schools, district administrators, and parent groups, and to complete your PIP application.

PIP Contents

Project Director Materials

Project Management Directory

Describes all management roles and tasks. Sections include:

History/Overview	Materials/Equipment/	Staff Relationships
Management Approach	Supplies/Tests	Budget
Project Organization	Students/Selection	External Assistance
Communication	Staff Selection	Project Continuation
Instruction	Staff Training	Index to PIP

Materials/Equipment Package

Describes the materials and equipment needed for the project, where they can be purchased, estimated costs, quantities, lead times needed for ordering, and special uses in the project.

Training Manual (and multi-media materials for some projects)

Describes the project start-up workshop and subsequent in-service training. Includes suggested topics, training techniques, skill objectives, exercises, and activities for planning, conducting, and evaluating training. For some projects, a videotape, slide-tape presentation, or transparencies for training are included.

Evaluation Manual

Presents practical suggestions for planning sound evaluations, both formative and summative.

Orientation/Public Relations Materials

Includes a booklet on presenting the project to groups, a filmstrip/cassette tape show, a reproducible one-page brochure for parents, a four-page brochure for school personnel, and a poster.

Project Management Calendar

A wall calendar with lists of major management tasks and the times they should be accomplished.

PIP Contents

Teacher's Materials

Teacher's Manual

Describes teacher's instructional roles and tasks. For use as a training text and classroom reference. Sections include:

- History/Overview
- Roles/Responsibilities/ Relationships/Attitudes
- Getting Ready for Instruction
- Beginning Instruction
- Maintaining the Program
- Common Problems/Troubleshooting
- Winding Down

Materials/Equipment Package (teacher's copy)

Describes the materials and equipment needed for the project, gives ordering information needed by teachers, and explains intended uses in the project.

Materials for Other Personnel (where required)

Counselor's Manual (Conquest)

Explains roles and tasks, and describes materials needed by the project counselor.

Nurse's Manual (Conquest)

Explains roles and tasks, and provides sample record-keeping forms for the school nurse.

Principal's Manual (PTR)

Explains principal's role and describes how the project fits into the regular school program.

Considerations in Selecting a Project

Selecting a project for adoption depends largely on local needs and preferences. Many districts quickly narrow their choices on the basis of subject matter or grade level. There are, however, several other issues that should also be kept in mind.

All of the projects require major efforts from adopting districts. Unlike commercial instructional packages for use in the regular classroom, these projects require special personnel, materials, and facilities. Because of the level of effort involved, district administrators must be thoroughly committed to the selected project.

Many districts will require new funds to cover the cost of project personnel and materials. Funding may not be a problem when replacing an existing project with a PIP project, but existing personnel may not fit the requirements of the new project, and a major staff reorganization may also be required.

All PIP projects except R-3 can meet ESEA Title I funding guidelines. Because R-3 serves all students at a given grade level, other funding is required.

The considerable effort involved in establishing these projects has proved justified. In districts where projects are suited to local conditions they have achieved an exceptional level of acceptance and success.

Using the Project Description Booklets

Each of the six project description booklets discusses a single project in considerable detail. The six booklets all cover exactly the same topics in exactly the same format. Turning any of the booklets to the same numbered page permits easy comparison of the projects on the topic of interest. The major sections are:

Instruction	Organization	Facilities
Management/Communication	Personnel	Getting Started
Estimating Costs	Materials/Equipment	Adoption Criteria

Most sections include highlighted "cautions." These cautions are intended to alert you to the major problems previously experienced in adopting districts. They are the points most likely to be overlooked and to have negative effects on the projects. If a successful adoption is to result, these cautions must be taken seriously.

The following four pages explain the major sections of the project description booklets. Common characteristics are described, as are the important contrasts that you should consider.

Instruction

This section describes the project's instructional process and classroom atmosphere, as well as the methods for selecting and scheduling students.

Considerations:

- The instructional approach should be weighed equally with subject matter and grade level(s) when choosing a project.

Project Comparison:

- All of the projects teach reading and/or math at the elementary or junior high school level.
- There are three learning center projects (each using a wide variety of materials), two tutoring projects and one core curriculum project.
- Instructors' roles vary in the projects from one project in which instructors simply follow printed materials, to others in which teachers plan almost all learning activities.
- Some projects involve unusual features, such as use of rewards, or a classroom atmosphere that allows student choice and freedom of movement.

Management/Communication

The lines of authority in the project, the management style and instructional role of the project director, and the relationship between the project and district are discussed in this section.

Considerations:

- Project management is closely intertwined with instruction, and changes in management can have a direct effect on what students learn.
- The projects demand varying levels of time, administrative support, and instructional leadership. The project selected should match the style and skills of the intended project director.

Project Comparison:

- All projects require skilled management during start-up.
- All give high priority to close communication with regular school principals and teachers.
- All emphasize project identity and staff cohesiveness.

Estimating Costs

This section permits a quick estimate of project operating costs in your district. Costs per student based on national averages are often misleading and therefore are not included.

Considerations:

- Read the sections on project organization, personnel, materials/equipment, and facilities before attempting to fill in estimated costs.
- Existing classroom and office space are often available without cost to the project. If so, enter 0.
- A detailed budgeting workbook is included with PIP application materials.

Project Comparison:

- Salaries for the project director and instructional staff are the major costs in all six projects.

Organization

Project organization includes the types and numbers of project personnel, the numbers of schools and students served, and other special project requirements such as transportation.

Considerations:

- If the number of schools or children in your district does not match the recommended project organization, it may be difficult to adapt the project, especially in small districts.
- Note organizational features (e.g., transporting children or removing them from the regular classroom) that may conflict with district policies.

Project Comparison:

- All projects involve supplementary staff and facilities.
- All but R-3 operate outside of the regular classroom.

Personnel

Project personnel include project directors, instructional and clerical staff and, for some projects, others involved in project management or instruction. This section describes their roles, tasks, and time commitments, and their necessary qualifications and skills.

Considerations:

- Lack of qualified candidates or district hiring policies may preclude hiring the caliber of staff required in some projects.
- The less structured projects require more expert personnel.
- It may be difficult to obtain expert personnel if the project appears to be temporary.

Project Comparison:

- A strong project director is one of the most important requirements for getting any of the projects started.
- Once under way, projects vary widely in their demands on both project directors and teachers.
- None of the projects depend on the talents of unique individuals.

Materials/ Equipment

These two sections describe the project requirements for physical resources and explain how these resources are obtained.

Considerations:

- Project materials and equipment are closely tied to the instructional approach and must be acceptable in your district.
- A PIP does not include classroom materials or equipment. The district must be able to obtain them in time for an August or September in-service workshop.
- Appropriating the classroom space required for some projects may create hostility.

Project Comparison:

- Some projects require a wide variety of commercial and teacher-made materials, others use only one or two items.
- All six projects require extra classroom space.

Getting Started

This section provides a schedule of the major start-up tasks for the project director and others who begin work prior to September instruction.

Considerations:

- For most projects, key start-up tasks should be completed in the spring. If these tasks are delayed to coincide with the fiscal year, hiring appropriate teachers may be impossible, and other arrangements may be compromised.

Project Comparison:

- Key start-up tasks for all projects include ordering materials, orienting school staff, arranging for facilities, and hiring staff.
- Start-up schedules and specific tasks vary and may affect your choice of projects.

Adoption Criteria

This section summarizes the most important features to consider in selecting a project.

Considerations:

- There is no simple formula for determining the likelihood of success from the number of criteria that can be met in your district. A single problem may be sufficient reason to consider selecting another project. Your professional judgment must be your guide.
- Criteria related to the local acceptability of the project's instructional, management, and organizational features are summarized first. The criteria related to the availability of personnel, materials/equipment, and facilities, and to the ability to meet the start-up schedule are listed.

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Prepared by RMC Research Corporation

Under U.S. Office of Education Contract 300-76-0002